

IDAHO STATE DEPARTMENT OF EDUCATION  
News & Reports (USPS 940120)  
Len B. Jordan Building  
P.O. Box 83720  
Boise, Idaho 83720-0027

TO:

"News & Reports" (ISSN 1049-2437) is published quarterly by the State Department of Education, Office of Administration, 650 W. State St., Boise ID 83702. Free to all subscribers by the State Department of Education. Periodical class postage paid at Boise, ID.

POSTMASTER: Send address changes to "News and Reports," State Department of Education, Office of Administration, P.O. Box 83720, Boise, ID 83720-0027. Mail to:

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"News & Reports" is published in partial fulfillment of federal requirements for the dissemination of information and activities under the Elementary and Secondary Education Act.

## Qualifications must be considered in selecting services

**Editors note:** The following article was submitted by the Idaho Qualification Based Section Facilitator Council, which wants to increase awareness of legal requirements districts must meet in selecting certain services.

### What is it?

In 1998 Idaho state law was changed to require that state government and political subdivision must now use a qualification based selection process to select architects, engineers, land surveyors, construction managers or landscape architects for any project they were planning.

### But what exactly is qualifications based selection or QBS?

Simply defined it is the process of basing selection of design professionals on their qualifications first and foremost without initial consideration of fees. While fees do become an important part of any selection process, QBS allows a jurisdiction to make its selection on the unique qualifications of the firm and not be forced to settle for the "low bidder."

The law allows for the selection of the "best" qualified, not the "most" qualified, allowing jurisdictions to select the criteria that makes a firm the best for them! Criteria is selected by the agency for that specific project, allowing flexibility.

Firms are then ranked in order depending upon how they meet your criteria.

### Why would a jurisdiction want to use QBS?

Qualification Based Selection, or QBS, offers many benefits to governmental entities in selecting outside professional services for their needs. It offers a way of obtaining the most qualified professional firm for the project, while still allowing for negotiation of fees within a project's budget. Once a firm is tentatively selected, negotiation of the scope of work and fees is underway. This allows many issues and potential misunderstandings to be ironed out in the negotiation process and helps to limit change orders and problems later on in the project.

If negotiations are not satisfactory, or fees are too high, the governmental entity can move down the list of ranked firms until

it finds the right fit.

It is the law!

Idaho Code 67-2320, entitled Professional Service Contracts with Design Professionals, Construction Managers and Professional Land Surveyors requires that QBS be used in any procurement of these design and construction services. However, requirements differ for projects that are over \$25,000 in fees versus those under that amount.

### Is there help?

The QBS Facilitator Council is a group of professional design organizations that have joined together to assist governmental entities in complying with the state law concerning the selection of design professionals based upon qualifications.

Our mission is to provide education so cities, counties, school districts and other public agencies can be in compliance with the law and also get the very best in professional services, within the budget you have designated.

We can provide many services at no cost to the agency to help you accomplish this. Our group has received funding for our education efforts from both the state and national levels. We are available to meet with governmental entities and their representative to discuss the new law, provide guidance in drafting Requests For Proposals and any other assistance you might need in successfully selecting the right professional to fill your architectural/engineering needs.

Our members include:

American Council of Engineering Companies of Idaho (ACEC-I)

American Institute of Architects (AIA)

Idaho Society of Professional Engineers (ISPE)

Idaho Society of Professional Land Surveyors (ISPLS)

Structural Engineers Association of Idaho (SEAI)

American Public Works Association (APWA)

Public Works Directors Association of the Association of Idaho Cities

Idaho Cities

American Society of Landscape Architects (ISLA)

For more information call 1 (208) 321-1736.

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STATE DEPARTMENT OF EDUCATION FALL 2004 VOL. 32, NO. 3, BOISE, ID

# NEWS & REPORTS

www.sde.state.id.us/dept

A message from the state superintendent

## Future success requires investment

This fall, I went back to school. My assignment was to meet with as many school trustees and school superintendents as possible. The lesson plan called for me to tell them about my Fiscal Year 2006 budget request for public school support, but, as often happens, the real learning came when I had a chance to listen to what they had to say to me.

In news reports of my travels, several legislators were quoted as saying my request was DBA: Dead Before Arrival. It's discouraging to be told "no" before I even had a chance to explain what I am asking for.

Far more encouraging were the messages from the elected trustees and their district administrators. They strongly support improvements to salaries for teachers and other school employees, they take seriously their responsibilities for making sure every child's needs are being met, and they are looking for creative ways to improve student performance.

They were also frank about what they face: You can't have a Cadillac school system on a Kia budget.

That's not to say they haven't tried.

I regard trustees and school administrators as the unsung heroes of the public school system. They have stretched every dollar as far as possible, absorbing holdbacks, new expectations, and unfunded state and federal requirements while keeping their eyes fixed on what really matters: the classroom, and what's happening there.

The budget request I shared with them represented many of their priorities. That doesn't come as a surprise. The Public School Coalition, which helped develop the request, is made up of trustees, teachers, school administrators, parents, and, of course, the staff of the State Department of Education.

Over several meetings, coalition members honed in on the critical needs of Idaho's public school system. Here's a quick look at some of the major elements:



**Dr. Marilyn Howard**  
Superintendent of Public Instruction

**Additional funding to accommodate growth, both in student enrollment and in support units.** We expect virtual charter schools to continue to attract previously home-schooled students to the public school system, and that comes with a price tag.

**Salary increases for the instructional, classified, and administrative staff** who didn't share in last year's pay raises and bonuses awarded to other public employees. This is of particular concern right now, as the cohort of teachers moving toward retirement age far outnumbered those entering the profession.

**Funding to provide extra help to students who struggle to meet Idaho's academic expectations.** At the same time, the request asks to train teachers to offer more advanced placement classes for high school students, and includes a plan to encourage more young men and women to pursue college or vocational-technical studies after high school graduation.

ation.

Also included are dollars to fund district operational costs, improve our technology infrastructure, pay for a statutorily-required teacher mentoring program, prepare classroom teachers to work with special education students, offer more advanced courses on-line, provide services to Limited English Proficient youngsters, and a handful of other requests.

It's not possible to judge this request in isolation. What happens in our classrooms today will largely determine whether Idaho's economic future will be secure. To make that happen, we need well-prepared, thoughtful, creative men and women who have the advantage of the best education we can provide.

The school trustees who spoke to me are keenly aware of their responsibilities – not just to the patrons who elected them, but also to meeting Idaho's long-term needs. The easiest thing in the world for them would be to do the least and let the future take care of itself, but I didn't talk to a single trustee who hadn't thought seriously about how today's decisions affect tomorrow's schools.

In the end, of course, legislators will decide the extent to which they can support the state's public school system. I hope they will talk to their local school boards as they make those decisions, because that's where they will get the best information on what a decision made in Boise means out in all those schools.

A few years ago, when the State Department of Education took responsibility for implementing Idaho's new achievement standards, we literally started at the top by recognizing the importance of a school board's commitment to the goal of improving teaching and learning.

The trustees who met with me this fall made it clear that they still have that commitment, but they need some help. If funded, the FY2006 budget request will go a long way toward helping them.



# NEWS & REPORTS

www.sde.state.id.us/dept/

## Howard seeks financial boost for schools

State Superintendent of Public Instruction Marilyn Howard will ask lawmakers to increase state funding for public schools to accommodate growth, support struggling students, improve pay for employees, and create new opportunities for high school students.

In addition, Howard will ask the state to pick up its share of state-required mandates for schools in technology and new

teacher support.

Howard met with school trustees and administrators across Idaho in September to review the budget and listen to local concerns.

"There was a clear message that local schools need additional support especially for improving salaries and meeting increased costs," Howard said.

Lawmakers will review the request in January 2005.

Howard's request for Fiscal Year 2006 totals \$1.09 billion, an increase of \$80 million in state support over the current year. Of that, about \$20 million is "stay even" funding to accommodate a growth in student enrollment and in the number of schools and to pay for an increase in employer contributions to the state's retirement program.

Beyond that, Howard said,

she and members of the Public School Coalition – an advisory group representing district trustees, school administrators, classroom teachers, and parents – looked at areas where funds are needed to shore up or improve school services or to meet legislatively approved programs.

"This budget request represents what it costs to meet

requirements imposed by state law and to improve programs and services to students," Howard said.

"The reality is that school resources have been stretched to the limit during the past four years, and all that time the expectations of schools, from both the state and national levels, have been growing."

Continued on Page 2

## SDE gears up AYP help

The State Department of Education is gearing up to provide technical assistance to "needs improvement" schools and districts.

This fall, the department identified the state's first "needs improvement" schools and districts based on state and federal adequate yearly progress (AYP) criteria. (See Pages 4-5 for details.)

Superintendent of Public Instruction Marilyn Howard tapped Jana Jones to coordinate the department's support to local schools and districts as they plan to improve.

Jones said the department will utilize the talents and resources of all programs from state curricular and accreditation support to federal Title I and special education services.

"The goal of the department is to work in partnership with schools and districts to improve student learning," Jones said.

In September, the department provided its first outreach to needs improvement schools and districts with workshops on how to complete the required plans for improvement.

Later in the fall, the department will host "data academies" to assist educators in reviewing test information and using it to inform instruction and improvement.

In December, the department will train distinguished teachers and administrators to serve on solution teams to assist schools and districts in implementing reforms and improvement efforts.



Jones

## State puts focus on science

### New ISAT begins this spring in three grades

By Eric Muhr  
for News & Reports

Experts predict a new standardized test that begins in spring 2005 could change the way science is taught across the state. And they say that even if educators teach to the test, Idaho's students will benefit.

That's because this multiple-choice exam will focus on the thinking behind science instead of limiting test items to fact-based content questions.

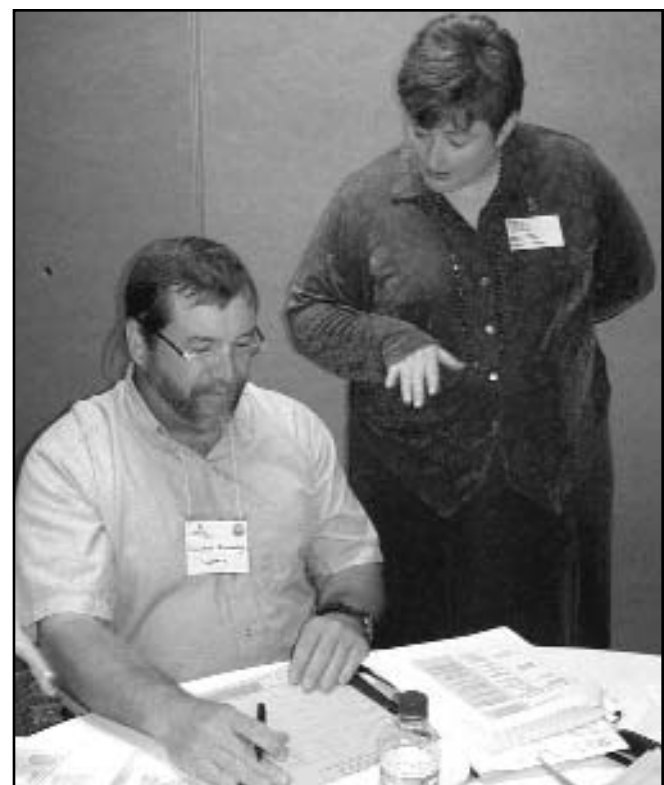
The approach is intended to push Idaho's science education in a new direction.

Kevin Collins, state science coordinator for the State Department of Education, said questions for the science portion of the Idaho Standards Achievement Test – slated for introduction this spring – came out of the efforts of Idaho's top science teachers to identify which state science standards mattered most.

Continued on Page 2



Photos by Kevin Collins/SDE  
Teachers from across Idaho helped develop the Science ISAT. Top photo: Judy Wages of Bonners Ferry High School and Ed Richards of Filer High School fine tune a question for the ISAT Science. Side photo: Clint Kennedy of Cascade Junior Senior High School discusses an item with Veronica Zonick of the Northwest Evaluation Association.



### Science ISAT

Federal education law requires all states to test students in three grade levels in science. The tests are not part of adequate yearly progress monitoring. However, states, districts, and schools are required to report the science results on their annual report cards.

Idaho will test students in grades 5, 7 and 10. Ultimately, Idaho plans to add science assessments for all grades 2 through 10 for both the fall and spring testing periods.

## Changes proposed for accreditation of schools, districts

Major changes are proposed for how Idaho monitors the quality and effectiveness of its schools and school districts.

The process and standard for accreditation would change under a proposed plan to incorporate new state and federal expectations for student achievement, teacher quality, and continuous improvement in the annual monitoring.

State Department of Education staff members have been working with stakeholder groups and the State Board of

Education for more than three years to update the accreditation process. The revisions were finalized after the state completed its new assessment and accountability systems.

The accreditation change requires adoption of new State Board of Education rules, which will be discussed statewide this fall and could be presented to the Legislature for final approval early next year. Schools and districts would be accredited under the new systems as early

as Fall 2005.

If adopted the revisions would:

- Require districts or local education agencies to be accredited;
- Require districts and schools to create continuous improvement plans that incorporate the entire educational programs;
- Provide a more thorough review of the school and district education program;
- Reduce annual reporting require-

ments to the state; and

- Consolidate on-site reviews for state and federal purposes.

### Accreditation

Accreditation provides the most comprehensive evaluation of a school. Each year, administrators are asked to report how schools measure up against five standards.

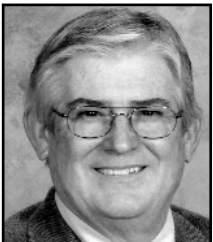
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# Systems of Care vital to special needs students

By Chandra Story  
Idaho Department of Health & Welfare

Educators are responsible for growing numbers of children with a variety of needs. Children with emotional disturbances often require individual support that is difficult to provide in the classroom.

In April training is planned to assist administrators in this area. In the following interview, Dr. David Case, special education director for the Blackfoot School District, shares his insight on how educators can support children with emotional disturbances.



Case

## What are positive behavioral supports and how do they help children and educators?

Children with behavioral issues are looking for attention and/or trying to meet some of their needs. Most of the time, it is through negative and destructive behavior. Positive behavioral supports provide avenues of support that reflect individual strengths of children, instead of personal deficits. This helps educators reinforce positive behavior and enhance self-esteem in students. Systems of Care includes the community as a resource.

## What does “Systems of Care” mean for educators?

Educators have asked for additional assistance with students identified as emotionally disturbed (ED) for a long time. Systems of Care assists educators in providing resources in the community that can help families, including students. Resources are driven by the strengths of the child, focused on the family, and culturally appropriate. In working with various agencies and service groups, educators will have the opportunity to “sit down at the table” with others, including families, to locate best practices in helping families to be successful.

## Coming in 2005

Upcoming training in children’s mental health include: “Developing Student Support Systems in Children’s Mental Health” at the Council for Exceptional Children meeting and “Leadership Skills for all Kids”, scheduled for April 2005. For more information on children’s mental health councils contact the Idaho Careline, 2-1-1.

Systems of Care provides the place where help for children can begin and then expand. It is like synergism in that the sum of the parts is greater than the whole. This is exemplified in our local children’s mental health councils across the state.

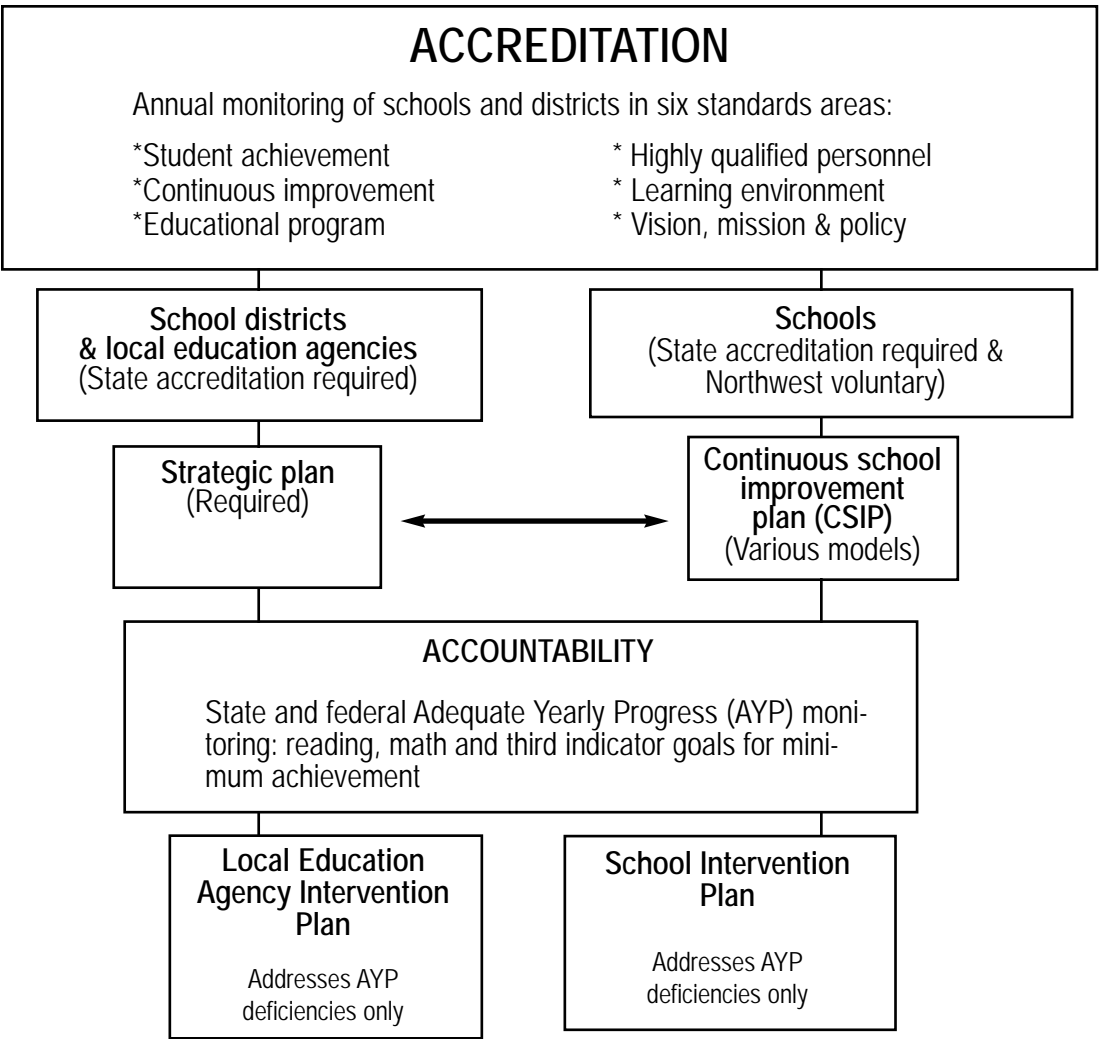
## What are the children’s mental health councils?

Councils represent a very wide array of services, individuals and agencies in the community. At these councils, “the rubber meets the road.” Educators and parents come together with support from various agencies and groups to further the goals of individuals and families. The councils are not a “catch all” or cure all - they are simply a resource to help families. Families can be referred to the local council through agencies, community organizations, or self-referral.

## This process sounds similar to an Individualized Education Plan (IEP) meeting. What is the difference?

The focus of the IEP is a free and appropriate education. The education may be academic, social, emotional, and/or behavioral. However, it centers on the school and family. Councils and systems of care philosophy can go beyond this focus into the community, utilizing agencies and community resources to support the entire family.

The council has a holistic perspective on working for the good of the student and family. In the councils, the whole family is the focus. The IEP process focuses on the child. We can’t help the family under IEP law, but we can in our children’s mental health councils.



The chart above shows how accreditation fits with and incorporates the state’s accountability system. Accreditation is designed to review a school or district’s entire educational program.

# Accreditation

## Continued from Page 1

In the future, districts as well as schools will be asked to validate how they meet six new standards: student achievement, highly qualified personnel, continuous school improvement; learning environment; educational program; and vision, mission and policy.

In the past, accreditation was focused more on ensuring whether schools followed specific procedures or had implemented certain required policies. The new model focuses on creating systemic change to improve student success by implementing continuous improvement planning processes

at the district and school levels, measuring student achievement in all areas, monitoring progress toward improving learning, and ensuring that highly qualified personnel are in place to meet state and federal goals.

## Improvement plans

To address the focus on reviewing and using data to improve learning for all students, one of the significant changes proposed is to accredit school districts or local education agencies as well as schools and to require those bodies to have “continuous improvement” or strategic plans. School plans and district plans would align and support common

needs and goals.

## Monitoring

It is expected that the annual monitoring for accreditation will change. Data already submitted to or gathered by the SDE on personnel, class sizes, test scores, etc., will be used to verify meeting the standards on an annual basis. Schools seeking accreditation from the Northwest Association of Accredited Schools may have to submit additional information to meet the requirements. A comprehensive, periodic onsite visit (once every 5 to 7 years) will be conducted to assure schools and districts are meeting all accreditation standards.

# Science

## Continued from Page 1

“There’s a ton of pressure for testing,” Collins said. “We have to stand for quality instruction by aiming at stuff that counts, not stuff that will just get you good test scores. That’s what will stay with the kids and make a difference in their lives. That’s what we test.”



Collins

Dan Leonard, a retired science teacher in the Moscow School District, said educators from across the state collaborated to create test items that would be useful in the classroom as well as indicators of student success.

“We were trying to create a tool that would not be trivial,” Leonard said. “There are so many details that you could write questions about that would only go after science facts. There would be no way to ensure that instruction kids received statewide would always include those little pieces.”

So the group tried a different approach, focusing on scientific processes instead of scientific facts.

“That would encourage teachers to use science to help students understand the process of asking questions, formulating reasonable

hypotheses and how to go about creating an experiment to see if their ideas hold water,” Leonard said. “We’re hoping that there will be more emphasis on the messy process of doing science rather than on the rote memorization of fact.”

Keith Ricketts, a retired biology teacher in the Meridian School District, said the focus on process in classroom instruction will give students the tools they need to be successful.

“Science changes too fast, and the content’s going to change,” Ricketts said.

“The most important thing you can do is teach the process, teach the ability to think scientifically. That’s at the foundation of any science class.”

Ricketts added that the test will force teachers to think about why they teach.

“It’s awfully easy to teach out of the textbook and test only facts,” Ricketts said.

“[The test] may change our focus to the process rather than just trying to pour a lot of facts into minds and thinking we’re teaching science.”

Collins said the end result should be more efficient, more focused learning in science classrooms across the state.

“This is going to impact every kid in Idaho,” Collins said. “Every effort has been made to be sure that this test will be well-written, and that it will meet the needs of our kids.”

# Howard

## Continued from Page 1

Areas where additional funding is needed in the public schools budget include:

**Salaries for school employees.** Of the \$33 million in new salary funds requested, \$9.3 million simply pays increased costs related to growth in enrollment and in charter schools; \$20.7 million would provide a 3-percent increase in funds available for salaries of teachers, administrators, and classified staff; and \$3.9 million would provide full funding of the education and experience portion of the state’s salary reimbursement formula.

**District-level classroom support.** Over the past four years, state support has remained fairly flat for general district operating funds such as utilities, textbooks, employee health insurance coverage, and other yearly expenses. Howard said the \$6.2 million requested would keep districts from slipping further behind.

**Idaho Student Information Management System (ISIMS).** Two years ago, the Idaho Legislature, the Office of the Governor, the State Department of Education, and the State Board of Education accepted \$35 million from the J.A. and Kathryn Albertson Foundation to begin development of a statewide data system for student information. The signed agreement provided that the state would take over annual operating costs beginning in 2006. The request is for \$5 million.

**Technology support for school districts.** Currently, districts use state-provided technology funding to buy and maintain computers and software, as well as to pay technology staff. Both ISIMS and the new statewide testing programs administered by the State Board of Education require districts to increase their computer capacity and their broadband Internet connections. The request is for an additional \$4 million.

**Future Success initiative.** Historically, only about 44 percent of Idaho’s high school graduates go on to college immediately after high school, although 80 percent of the Class of 2006 has already passed the state’s high school graduation test. The \$800,000 in this request will be used for two purposes:

paying costs of one college entrance exam – the ACT, SAT, or Compass – for any high school junior and training high school teachers to offer more Advanced Placement coursework. Howard also is seeking an increase in funding for the Idaho Digital Learning Academy. The IDLA, managed by the State Department of Education, provides online, standards-based classes to students enrolled in local school districts.

“We need to encourage more of our high school students to go on for more education, in college or in one of our high-tech professional-technical programs, if we want them to qualify for good paying jobs,” Howard said. “This is a good investment in Idaho’s future, too, since a highly qualified workforce attracts new business and industry to our state.”

**Adequate Yearly Progress (AYP) equity funding and additional special education support.** Under the federal “No Child Left Behind Act,” schools are rated each year as to whether all students make AYP. Some of Idaho’s schools receive federal funding to help academically struggling students; the \$5.1 million requested for AYP funding would cover those state-required tutorial or extra academic services in schools that do not receive those federal dollars.

Another \$1 million is requested to restore state funding, eliminated a year ago, to a program designed to pay teacher training and classroom aide costs for Idaho’s special education students, most of whom spend their time in “regular” classrooms.

**Mentor program for new teachers.** In 2000, the Idaho Legislature rewrote teacher contract laws and required districts to provide mentor programs for beginning teachers.

The \$2 million for the program was eliminated in 2003-04; this request would restore that funding.

“As long as it’s state law, the state ought to be paying the cost,” Howard said.

“Districts still have to pay for this, even without any support, and the more we thin the soup, the less money is available where it really matters: in the classroom.”



# Districts develop alternative measure to ISAT graduation

When the State Board of Education adopted the requirement for students to pass the 10th grade ISAT as part of its requirements for graduation, it included an option for local school boards to create an “alternative” route for students who struggle to pass all or part of the assessment.

The graduation requirement first applies to the Class of 2006, so districts across the state have been discussing and developing “locally established mechanisms” to help measure whether students have mastered standards.

Two groups have been working on different approaches. One approach will be presented to the State Board of Education and features Performance Assessment Measures or PAMs.

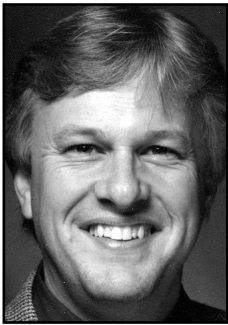
A consortium of southeast Idaho school districts created PAMs to assist educators in evaluating student mastery of the reading, math, and language usage standards measured by the ISAT.

PAMs feature a series of tasks aligned to the ISAT’s 19 strands in reading, language usage and math. Each strand has a specific rubric that details the criteria for student proficiency.

PAMS are delivered and scored via a web-based system. Students submit their work under the supervision of a teacher. Those items not requiring keyboard work can be scanned and emailed or faxed for review and scoring. The results become part of an individualized assessment portfolio that the student will present to the local school board to meet the graduation requirement.

Sugar-Salem School District Superintendent Robert Devine has been leading the effort to develop PAMs and he said the tool should be available early in 2005.

“It has been exciting to work on this project and see it grow as more districts are becoming interested,” Devine said. “I believe the end result will



Devine

### For information

Visit the Idaho Association of School Administrators website:

<http://www.idschadm.org/Standards.htm> or contact Robert Devine at the Sugar-Salem School District: 1 (208) 356-8802

be a tool that will help students really demonstrate what they know and can do in a way that is not captured by the ISAT.”

In establishing the criteria for alternative students unable to pass the ISAT, the State Board of Education said the local school board must use measures that:

- \* Are aligned at a minimum to 10th grade state content standards;
- \* Are aligned to state content standards for the subject matter and;
- \* Are valid and reliable.

The criteria for the measures (or combination of measures) must be based 90 percent on academic proficiency and performance.

In the development of the PAMs, the group has worked with the Northwest Regional Education Laboratory and the Idaho Digital Learning Academy and has consulted with testing experts at the State Department of Education, State Board of Education, and Idaho State University.

An initial bank of PAMs was developed and field tested last summer and the program is expected to be finalized early in 2005.

Devine said that once the PAMs are finalized, a large bank of practice PAMs and actual scoring rubrics would be available to students and teachers on-line through the state’s Idaho Digital Learning Academy. The IDLA also offers simulated ISAT tests and ISAT review courses in Math, Reading, and Language.

To ensure the PAMs meet the reliability and validity criteria, the group is working with the Northwest Regional Educational Laboratory (NWREL).

# Transportation program adds four specialists

The State Department of Education has gained four pupil transportation regional specialists. These new positions were created in response to the Office of Performance Evaluation and legislative recommendations.

The specialists met in Boise this summer for an intensive training session that included finances, spot inspections, training files, and what to expect from the 60-day reports.

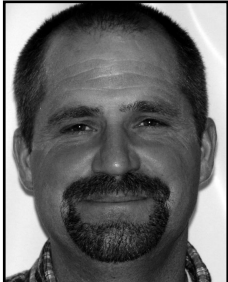
The regional specialists will help the department ensure that safety standards are being met, and that funding is consistent.

They plan to begin annual reviews of the districts’ pupil transportation systems. Each region has an assigned specialist who is available to provide

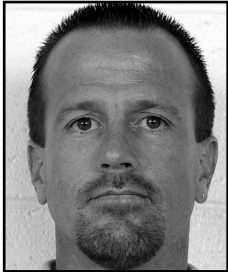
quicker feedback and guidance to the districts.



Scott



Povey



Abbott



Overland

Regions I & II Specialist Virginia Overland joins the department from the Lake Pend Oreille School District. She brings over 15 years experience as Transportation Director.

Region III Specialist Jerry Abbott joins the department from Idaho Falls, where he was Basin City’s Transportation Supervisor.

Region IV’s Specialist, Doug Scott joins the department.

Previously, he was a private contractor and state school bus inspector.

Regions V & VI Specialist Hank Povey joins the department from the West Side School District, where he served as Transportation Supervisor for five and half years.

## CHANGES AT OTHER AGENCIES

### Harris joins state pro-tech program

Sally Harris joins the State Division of Professional-Technical Education. Harris will serve as curriculum coordinator. She will work with business and educators in defining and selecting career clusters suitable for Idaho, implementing curriculum to integrate those clusters into professional technical education at the secondary and postsecondary levels, designing materials to communicate career clusters as well as expanding public information for the division.

Harris has a bachelor degree in Family and Consumer Sciences with endorsements in English, Health, and Professional Technical Administration and a master’s degree in educational administration.

Prior to joining the division, Harris was professional technical coordinator for the Meridian School District and was a consultant for the J.A. and Kathryn Albertson Foundation. She taught at the secondary level for 17 years. She also worked for the IBM Corp. in Japan and Idaho.



Harris

### Board hires chief academic officer

Dr. Marilyn Davis of Portland, OR, was named the chief academic officer for the State Board of Education. Davis was the chief academic officer/dean of instruction for the past six years at Portland Community College. While at the college, she also worked as the dean of academic services.

She earned a bachelor’s degree from Idaho State University. After graduating from ISU, Davis taught middle and high school students in Idaho and Oregon. Davis received

both her master’s in vocational education administration and her doctorate degree in education in community college leadership development from Oregon State University.

Davis’ extensive teaching and administrative experience includes teaching and administration at Umpqua Community College, Lane Community College, Central Oregon Community College and Portland Community College, and experience as administrator and adjunct faculty at Oregon State University.



Davis

## STAFF CHANGES AT SDE

### Rochelle hired for Language Arts position

Dr. Gail Rochelle joins the State Department of Education as its English Language Arts Specialist.

Rochelle has more than 16 years’ experience in education, including 10 years in Idaho Falls. Rochelle taught English at Eagle Rock Junior High for five years, was the principal at the alternative school for two years, and was the assistant principal at Skyline Senior High for three years.

Rochelle is returning to Idaho from Virginia, where she earned her doctorate in English Education from the University of Virginia, Charlottesville, while teaching and working on educational grants.

She earned her master’s degree in administration from Idaho State University, and her bachelor’s degree in Secondary Education, English Language Arts, from the University of Nebraska.

At the department, Rochelle will head English Language Arts. She plans to focus on adolescent literacy and writing across the content area with a focus on writing to learn. She replaces Dr. Lynette Hill, who accepted a teaching position at Northwest Nazarene University in Nampa.

### Hanson fills Reading Coordinator position

Chris Hanson joins the State Department of Education as its Reading Coordinator.

Hanson earned a dual bachelor’s in education and special education and a master’s degree in curriculum and instruction from Idaho State University. She also earned endorsements in consulting teacher, administration, and special education administration.

Hanson is an Idaho Falls native, where she taught third grade and special education, and most recently served as a consultant teacher for the district.

She also became a trainer for the “Language” curriculum, and was a Reading Fellow with the J.A. and Kathryn Albertson Foundation’s Open Book Initiative.

Hanson will coordinate the three strands of the Idaho Reading Initiative: the Idaho Reading Indicator, the extended reading intervention program, and the Idaho comprehensive literacy course. She is also working with the Northwest Regional Educational Laboratory to develop adolescent thinking and learning academies for middle school teachers.

### Kavouras picked for Social Studies spot

Peter Kavouras joins the State Department of Education as its Social Studies Coordinator.

Kavouras is coming to the SDE from Ohio, where he served as high school social studies teacher since 1985.

Kavouras earned a bachelor’s degree in political science and in social studies education from Miami University in Oxford, Ohio. He earned a master’s degree in education from Wright State University in Dayton, Ohio.

At the department, Kavouras aims to serve the teachers, schools, and school districts of Idaho, and to help promote social studies and civic education.

He replaces Dr. Dan Prinzing, who accepted a teaching position at Boise State University, Boise.

### New special education consultants hired

The State Department of Education’s Bureau of Special Education has two new regional consultants: Beverly Benge and Rene Rohrer.

Beverly Benge joined the department as a consultant for Region I. Prior to joining the department she worked at Lewis and Clark State College.

Benge earned her doctorate from Oklahoma State in applied behavioral studies with emphasis in special education. She holds a master’s degree in counseling from Oklahoma State, and a bachelor’s degree in education from Rocky Mountain College, Billings, MT.

Benge worked in public schools as a teacher for both special education and regular education classes and as a counselor in Montana, Nevada, and Oklahoma before coming to Idaho.

Benge is based at the University of Idaho’s Coeur d’Alene Center, 1000 W. Hubbard Ave., Suite 242, Coeur d’Alene, ID 83814-2277. She can be contacted by phone 1 (208) 667-2588 by email at [bbenge@uidaho.edu](mailto:bbenge@uidaho.edu).

Rene Rohrer joined the department as a consultant for Region III. Rohrer returns to Idaho from New Mexico, where she was teaching special education.

Rohrer holds a master’s degree in special education from Western New Mexico University, and a bachelor’s degree from Eastern New Mexico.

As a Regional Consultant, Rohrer provides on-site technical assistance to the schools and monitoring to assure compliance and get services to children.

She also acts as a liaison between the schools and the department. Areas of interest include self-determination and secondary transition, and reading with an emphasis on at-risk, poverty populations.

Rohrer is based at Boise State University, 1910 University Dr., Boise, ID 83725-1725. She can be contacted by phone 1 (208) 426-4363 or by email at [renerohrer@boisestate.edu](mailto:renerohrer@boisestate.edu).



Rochelle



Hanson



Kavouras



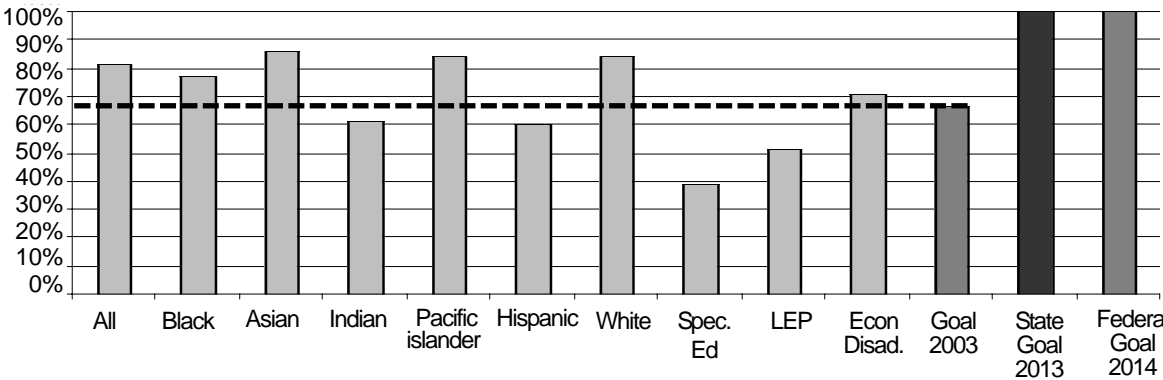
Rohrer

# IDAHO SCHOOL REPORT CARD 2003-04

## Adequate Yearly Progress (AYP) Accountability Data

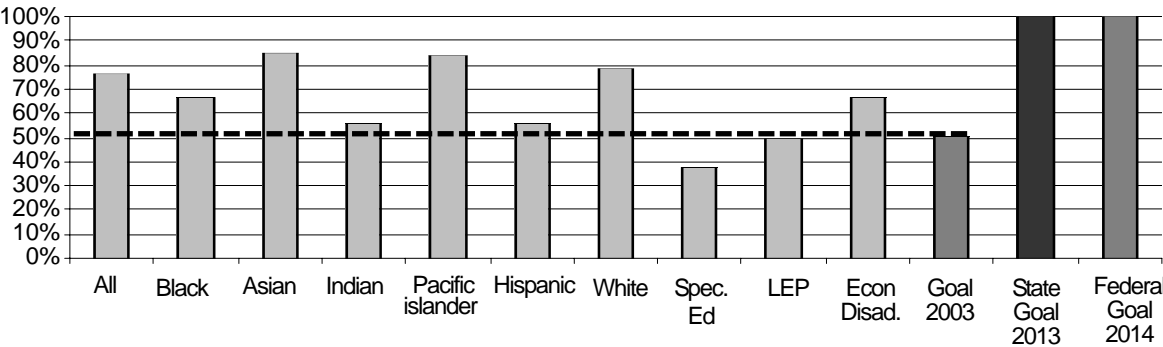
The goal for schools, districts, states, and the nation is for all students to be proficient by 2014 in reading and math as measured by tests in grades 3 through 8 and 10. In 2003-04, students in grades 3, 4, 7, 8, and 10 were tested using the Idaho Standards Achievement Test (ISAT) or the Idaho Alternate Assessment (IAA). The accountability information on this page combines data from the 3rd, 4th, 7th, 8th, and 10th grades. Accountability reports for every school and district are available online at [www.sde.state.id.us/dept](http://www.sde.state.id.us/dept)

Reading: % at Proficient or Better in 2003-04



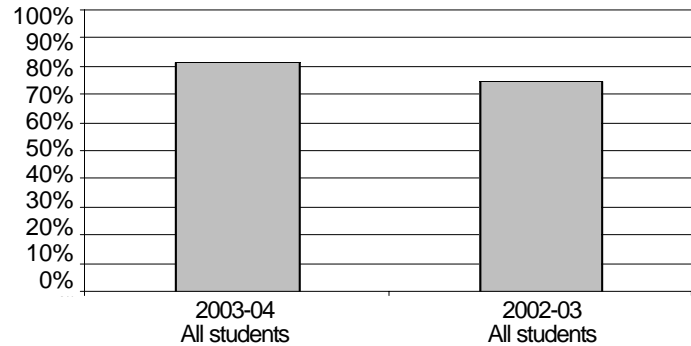
**State misses some of its reading proficiency goals:** The 2003-04 goal for reading was for 66% of students to score proficient or better on the ISAT or IAA. The chart above shows that the goal was missed for Native American, Hispanic, special education, and limited English proficient students. **State meets all its percent-tested goals in reading:** In 2003-04, Idaho met or exceeded its goal of testing 95% of all students and 95% of students in nine groups.

Math: % at Proficient or Better in 2003-04



**State misses some of its math proficiency goals:** The 2003-04 goal for math was for 51% of students to score proficient or better. The chart above shows that the goal was missed for special education and limited English proficient students. **State meets all its percent-tested goals in math:** In 2003-04, Idaho met or exceeded its goal of testing 95% of all students and 95% of students in eight groups.

Third Academic Indicator -- language usage: % of Proficient or Better in 2003-04 & 2002-03



**State makes language usage goal:** In 2003-04, the goal was for the percent of proficient or better students to improve, hold steady or be above 66% when compared to 2002-03 results. The state only monitors the progress of the “all” student category for AYP. Performance of the other groups may be reviewed for Safe Harbor calculations for schools and districts.

## “Needs improvement” schools identified

Schools identified as “needs improvement” based on missing AYP for two consecutive years in the same subject area include:

School, district or town  
East Jr. High, Boise  
Fairmont Jr. High, Boise  
Mountain Cove High, Boise  
South Junior High, Boise  
West Junior High, Boise  
Centennial High, Meridian  
Crossroads Alt. Middle, Meridian  
Eagle Academy, Meridian  
Eagle Middle, Meridian  
Lewis & Clark Middle, Meridian  
Meridian High, Meridian  
Meridian Middle, Meridian  
Kuna Middle, Kuna  
Highland High, Pocatello  
Irving Middle, Pocatello  
Lakeside High, Plummer-Worley  
Lakeside Middle, Plummer-Worley  
Idaho Leadership Academy, Snake River  
Snake River High, Snake River  
Snake River Jr. High, Snake River  
Blackfoot High, Blackfoot

Mountain View Middle, Blackfoot  
Idaho City Jr - Sr. High, Basin  
Farmin-Stidwell Elementary, Lake  
Pend Oreille  
Clair Gale Jr. High, Idaho Falls  
Skyline High, Idaho Falls  
Taylorview Jr. High, Idaho Falls  
Rocky Mountain Middle, Bonneville  
Sandcreek Middle, Bonneville  
Boundary County Jr. High, Boundary  
County  
Nampa High, Nampa  
Skyview High, Nampa  
South Middle, Nampa  
West Middle, Nampa  
Caldwell High, Caldwell  
Canyon Springs Alt High, Caldwell  
Jefferson Jr. High, Caldwell  
Notus Jr. - Sr. High, Notus  
Vallivue High, Vallivue  
Vallivue Middle, Vallivue  
Burley Jr. High, Cassia County  
Burley High, Cassia County  
Mountain Home Jr. High, Mountain  
Home  
Mountain Home High, Mountain Home  
South Fremont High, Fremont County  
South Fremont Jr. High, Fremont

County  
Emmett Jr. High, Emmett  
Gooding Middle, Gooding  
Bliss School, Bliss  
Rigby Jr. High, Jefferson County  
Jerome High, Jerome  
Jerome Middle, Jerome  
Valley School, Valley  
Post Falls Middle, Post Falls  
Potlatch Jr. - Sr. High, Potlatch  
East Minico Middle, Minidoka County  
Minico High, Minidoka County  
West Minico Middle, Minidoka County  
Jenifer Jr. High, Lewiston  
Lapwai Jr. - Sr. High, Lapwai  
Malad Middle, Oneida County  
Homedale High, Homedale  
McCain Middle, Payette  
Payette High, Payette  
Kellogg Middle, Kellogg  
Teton Middle, Teton County  
Robert Stuart Jr. High, Twin Falls  
Twin Falls High, Twin Falls  
Vera O'Leary Jr. High, Twin Falls  
Weiser Middle, Weider  
School for the Deaf & The Blind,  
Gooding

## “Needs improvement” school districts identified

School districts or local education agencies identified as “needs improvement” based on missing AYP for two consecutive years in the same subject area include:

Bliss  
Boise  
Bonneville  
Boundary County  
Buhl  
Caldwell  
Cassia County  
Clark County  
Coeur d'Alene  
Emmett  
Fremont County

Fruitland  
Gooding  
Hagerman  
Idaho Falls  
Jerome  
Kellogg  
Kuna  
Lake Pend Oreille  
Lakeland  
Lapwai  
Lewiston

Marsh Valley  
McCall-Donnelly  
Meridian  
Middleton  
Mountain Home  
Notus  
Orofino  
Payette  
Plummer-Worley  
Post Falls  
Salmon

School for the Deaf & the Blind  
Shoshone  
Snake River  
Soda Springs  
Teton County  
Twin Falls  
Valley  
Vallivue  
West Bonner

## 2003-04 AYP at a glance

### Schools

**What are the school totals?**  
617 received AYP determinations  
504 (82%) met all 41 AYP goals  
113 (18%) missed 1 or more AYP goals

**Of the 113 that missed AYP:**  
42 (7% of 617 schools) placed on “alert” status, no sanctions required  
71 (12% of 617 schools) placed on “needs improvement” status, sanctions required

**Of the 71 identified for improvement:**  
23 (32%) are high schools  
38 (45%) are middle or junior high schools  
1 (1%) are elementary schools  
7 (9%) are other (K-12, 7-12, etc)  
4 (5%) are alternative schools  
1 (1%) are charter school  
28 (42%) receive Title I funds\*  
\*Some schools counted more than once depending on status.

**How close did schools come to meeting all 41 goals?**  
504 met 100% of goals (No goals missed)  
99 met 90 to 99% (1 to 4 missed)  
12 met 80 to 89% (5 to 8 missed)  
1 met 70 to 79% (9 to 12 missed)  
1 met 60 to 69% (13 to 16 missed)  
496 (80%) met at least 1 goal by Safe Harbor

**What were the common goals missed by schools? Top 5 of 41 goals:**  
48 schools missed the reading proficiency goal for economically disadvantaged students  
41 schools missed the reading proficiency goal for students with disabilities  
35 schools missed the math proficiency goal for students with disabilities  
23 schools missed the reading proficiency goal for Hispanic students  
23 schools missed the math proficiency goal for economically disadvantaged students

**What subject needs improvement?**  
23 of the needs improvement schools were identified for reading only  
14 of the needs improvement schools were identified for math only  
34 of the needs improvement schools were identified for reading & math

### School districts & local education agencies

**What are the district totals?**  
115 received AYP determinations  
67 (58%) made AYP  
48 (42%) missed 1 or more AYP goal

**Of the 48 that missed AYP:**  
4 (3% of 115 districts) placed on “alert” status, no sanctions required  
44 (38% of 115 districts) placed on “needs improvement” status, sanctions required

**How close did districts come to meeting all 41 goals?**  
67 met 100% of 41 goals (41 goals)  
46 met 90 to 99% of goals (1 to 4 missed)  
2 met 80 to 89% of goals (5 to 8 missed)

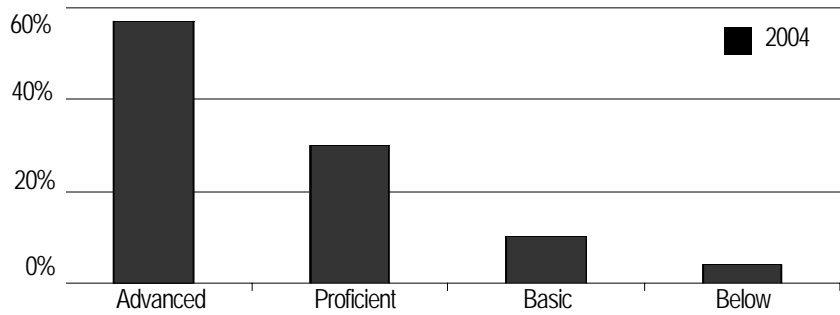
**What were the common goals missed by districts? Top 5 of 41 goals:**  
28 districts missed the reading proficiency goal for students with disabilities  
17 districts missed the math proficiency goal for students with disabilities  
10 districts missed the reading proficiency goal for economically disadvantaged proficiency  
9 districts missed the reading proficiency goal for limited English proficient students  
7 districts missed the math proficiency goal for limited English proficient students and 7 districts missed reading proficiency for Hispanic students

**What subject needs improvement?**  
20 of the needs improvement districts identified for reading only  
6 of the needs improvement districts identified for math only  
18 of the needs improvement districts were identified for reading & math

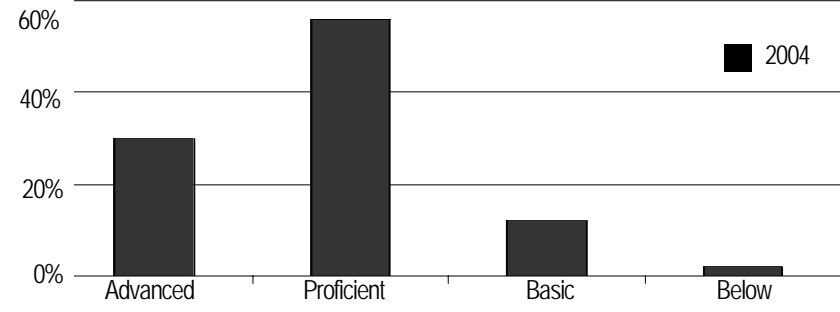
**What are the sanctions?**  
“Alert” status - 1 year of missing 1 or more of 41 state goals, no sanctions  
“Needs improvement” status - 2 consecutive years of missing at least 1 goal in the same subject, sanctions required  
**School sanctions** - First year of “needs improvement” status must offer choice, create a two-year plan to improve  
**District sanctions** - First year of “needs improvement” status must create a two-year plan to improve

# IDAHO SCHOOL REPORT CARD 2003-04

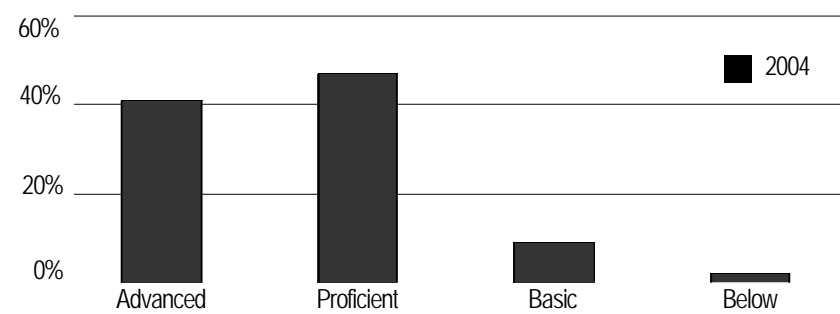
Third Grade Reading



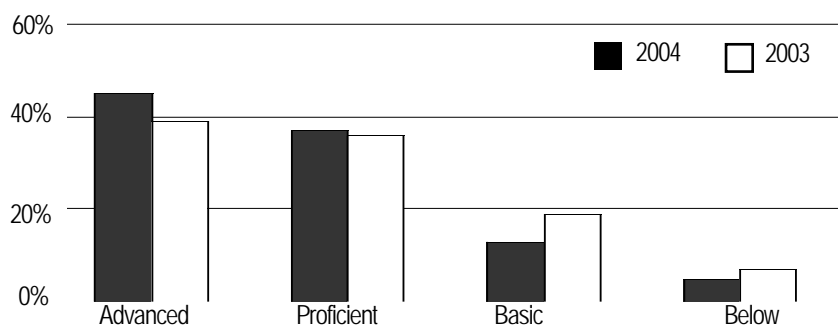
Third Grade Math



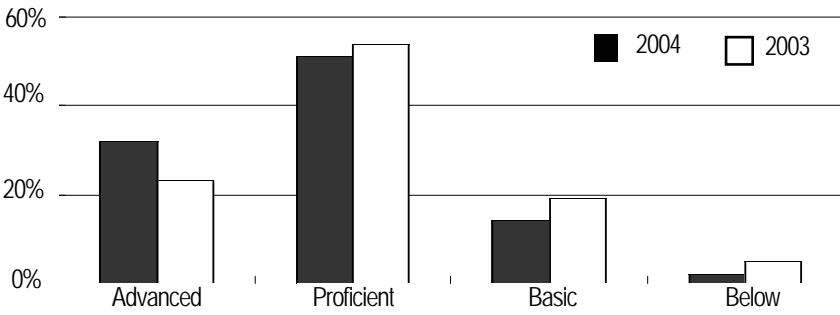
Third Grade Language Usage



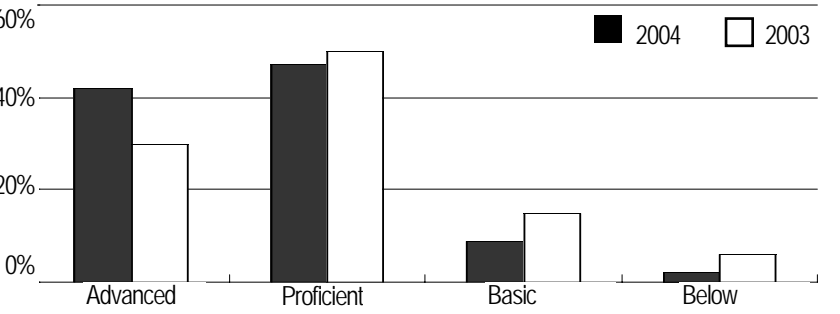
Fourth Grade Reading



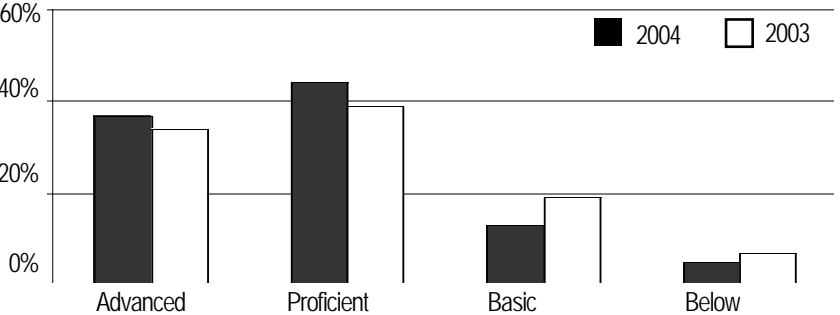
Fourth Grade Math



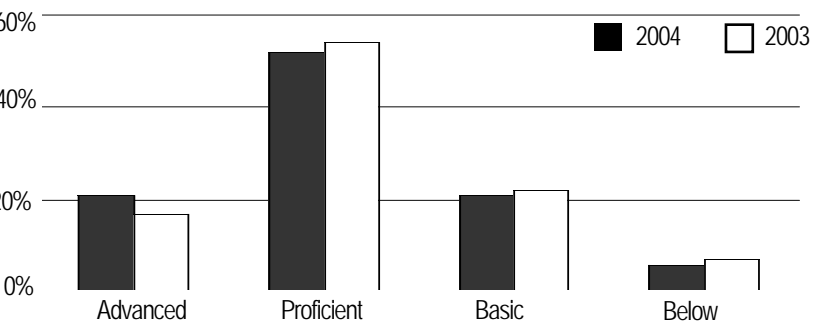
Fourth Grade Language Usage



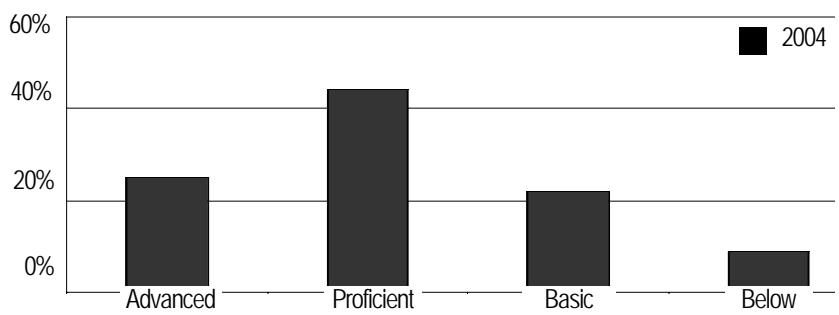
Tenth Grade Reading



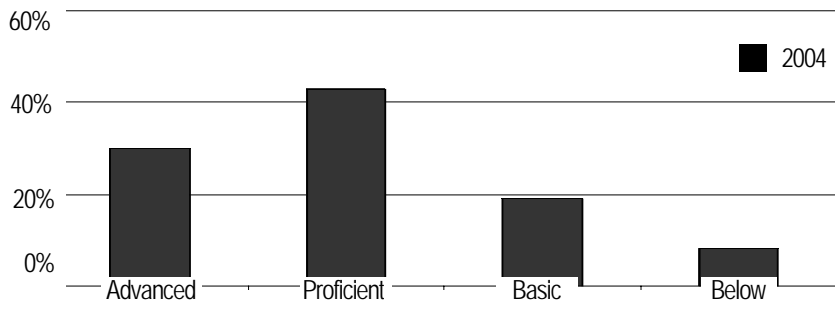
Tenth Grade Language Usage



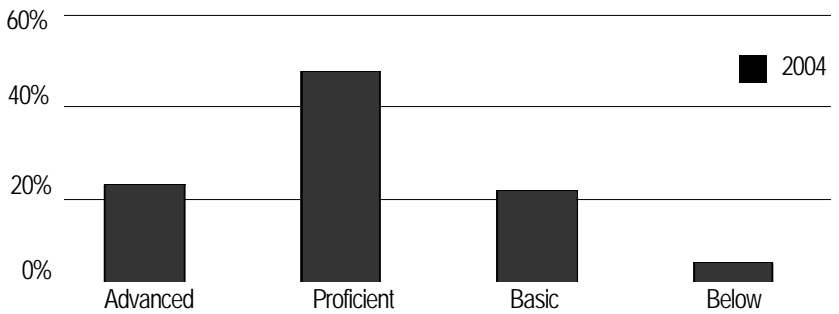
Seventh Grade Math



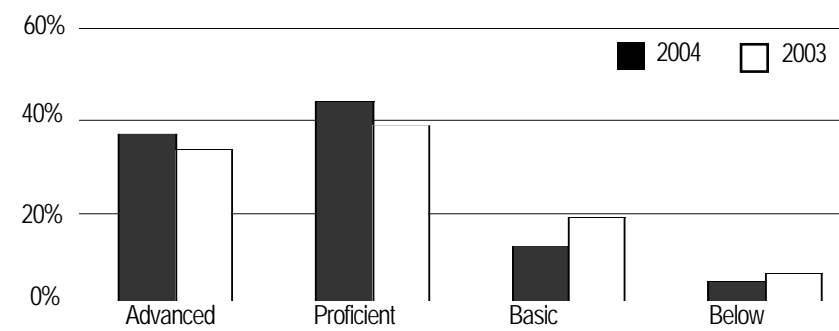
Seventh Grade Reading



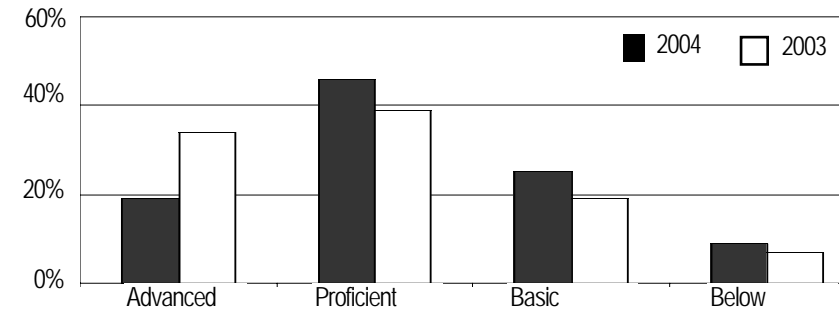
Seventh Grade Language Usage



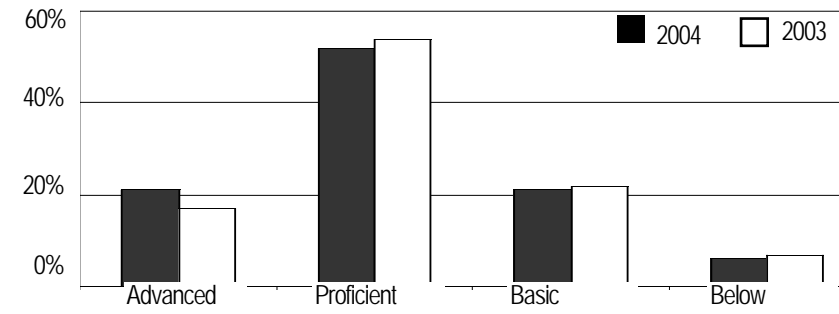
Eighth Grade Reading



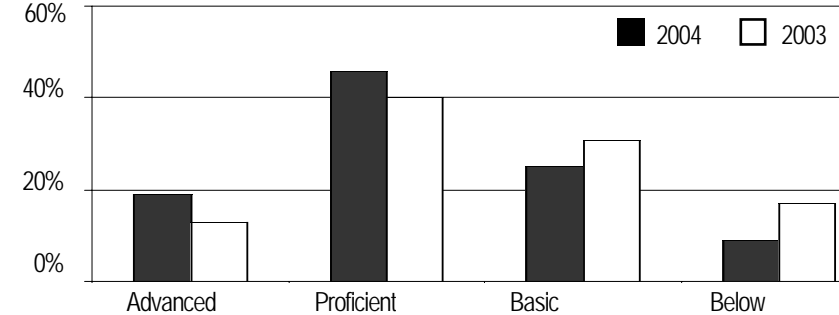
Eighth Grade Math



Eighth Grade Language Usage



Tenth Grade Math



**More Information**

Complete disaggregated assessment and accountability reports for schools, districts, and the state are available on the State Department of Education's website at [www.sde.state.id.us/dept](http://www.sde.state.id.us/dept). The state's web-based report card for 2003-04 also includes data on Highly Qualified Teachers.

# Are you a highly qualified teacher?

Rubric will help determine if instructors meet new criteria

This fall the State Department of Education provided school districts a new “rubric” to assist in determining whether teachers meet new Highly Qualified Teacher criteria established by the state and federal governments.

The rubric (shown in the box on the left) was shared with school superintendents and principals this fall and is available on the State Department of Education’s website: [www.sde.state.id.us/dept](http://www.sde.state.id.us/dept) under the certification link.

The State Department of Education developed the rubric on the advice of a federal teacher quality team that visited the state a year ago and reviewed its teacher quality policies and definitions.

A state committee created the rubric, based on similar guides from other states, as a guide for school administrators and teachers to use.

One of the provisions of the federal No Child Left Behind Act is a requirement for all teachers of core academic subject areas who teach in K-12 public schools, including charter schools, to be highly qualified by the beginning of the 2006-2007 school year.

Each state creates its own definition of “highly qualified” based on federal criteria.

Idaho’s definition was approved by the State Board of Education in March 2003. More information is available on that definition at [www.sde.state.id.us/certification](http://www.sde.state.id.us/certification).

To meet NCLB requirements for highly qualified teachers, Idaho school districts will need to determine the highly qualified status of their K-12 teachers and report that status beginning with the Oct. 15, 2006, personnel reports to the State Department of Education.

Each year in federally required state, districts and school reports the number of Highly Qualified Teachers must be reported.

School districts receiving federal funds have to set goals for ensuring that all teachers are highly qualified by the deadline and must report on their progress annually to the state.

Districts may use federal professional development funds to assist teachers in becoming highly qualified.

In addition, schools receiving federal funds must notify parents when a child is taught for a significant period of time by a teacher who is not highly qualified.

Schools do not have to offer that student the opportunity to transfer to a classroom with a highly qualified teacher.

## Questions?

Answers to frequently asked questions are on Page 7 or contact Dr. Patty Toney with the State Department of Education at 1 (208) 332-6938.

## ESEA No Child Left Behind Act (2001) Idaho Highly Objective Uniform State Standards Evaluation (HOUSSE): Highly Qualified Teacher Questionnaire-Rubric

Directions: Each Idaho teacher of core subject areas, as defined by the ESEA No Child Left Behind Act, Section 9101 (English language arts, reading, math, science, foreign language, civics and government, economics, arts, history, and geography), should complete one questionnaire-rubric for his/her teaching assignment(s) and sign the Assurance Form. The teacher submits the Questionnaire-Rubric and Assurance Form to his/her school/district administrator for signature.

<b>(1) Bachelor's Degree</b>	1. I have a bachelor's degree. ___ Yes ___ No
<b>(2-3) State-Approved Teacher Preparation Program or Alternative Certification Program</b>	2. I have completed an Idaho state-approved teacher preparation program or an Idaho state-approved alternative certification program. ___ Yes ___ No OR 3. I have completed an out-of-state-approved teacher preparation program. ___ Yes ___ No

If you answered "no" to question 1 or 2 or 3, you do not meet ESEA No Child Left Behind requirements for being a highly qualified teacher. Do not continue with the survey.

<b>(4) Valid Idaho AND/OR Out-of-State Certificate(s) for Teaching. Assignment(s) 20 points per certificate</b>  <b>Maximum = 40 points___ points</b>	4. I hold a valid Idaho Interim/Elementary/Early Childhood Blended/Exceptional Child/Secondary Certificate(s) AND/OR a valid out-of-state teaching certificate for my current teaching assignment. (Please list the number of appropriate certificates). ___Idaho Certificate(s) ___Out-of-State Certificate State: _____
<b>(5-6) Major/Equivalent and/or Endorsement(s) in Teaching Area(s)40 points per major; 20 points per endorsement area(s)</b>  <b>Maximum = 60 points_____ points</b>	5. I have a major or the equivalent of a major in my teaching area(s) (includes content area, elementary, early childhood, etc.) _____ Major Teaching Area _____ Major Teaching Area  6. I have/am working on an endorsement(s) in my teaching area(s).  Endorsement _____ Endorsement _____ Endorsement _____
<b>(7) Advanced Degree in Teaching Area(s)20 points per advanced degree in teaching area(s)</b>  <b>Maximum = 40 points_____ points</b>	7. I have earned an advanced degree in my teaching area(s). ___ Yes ___ No
<b>(8) Qualifying Score(s) on State-Approved Assessment(s) 20 points per assessment.</b>  <b>Maximum = 40 points___ points</b>	8. I have met the qualifying score(s) on the required Idaho state-approved assessment(s) (content area, pedagogy, and/or performance-based) for my teaching certification and/or endorsement area(s).  ___Yes ___ No ___ NA (I was certified in my teaching area(s) prior to this Sept. 1, 2004 state requirement)
<b>(9-10) Idaho Technology Competency Assessment and/or Idaho Comprehensive Literacy Course/Exam</b>  <b>Maximum = 20 points for answering "yes" to questions 9 and/or 10___ points</b>	9. I passed an Idaho State Board of Education-approved Idaho Technology Competency Assessment. ___Yes ___No  10. I passed the Idaho Comprehensive Literacy course/assessment as required for elementary (K-8) and/or special education teachers (K-12). ___Yes ___ No ___ NA (I am a secondary teacher who does not teach a reading course)
<b>(11) Ongoing Professional Development 4 points per professional development within last 5 years.</b>  <b>Maximum = 20 points___ points</b>	11. I have participated in ongoing professional development within the last five years related to my teaching assignment, my work experience, my professional development plan, and/or my school's improvement plan (ISIP) (in or out-of-state). ___ Yes ___No
<b>(13) Advanced Degree Related to Teaching Area(s)10 points per degree</b>  <b>Maximum = 20 points___ additional points</b>	13. I have an advanced degree related to my teaching area(s). ___Yes ___ No
<b>(14) Related Work Experience 2 points per year of experience up to 10 years.</b>  <b>Maximum = 20 points___ additional points</b>	14. I have at least one year of work experience related to my teaching area(s). ___Yes ___ No

TOTAL POINTS = \_\_\_\_\_ Minimum of 100 + points = Highly Qualified



Answers to Frequently Asked HQT Questions

Calendar

**Q1. Who must be reported as highly qualified teachers under the ESEA No Child Left Behind Act (NCLB) definition?**

A: All Idaho teachers of core academic subject areas, as defined by the ESEA No Child Left Behind Act, Section 9101, who are currently teaching in Idaho public schools, including charter schools, must be reported.

**Q2. What are the core academic subjects?**

A: Core academic subjects, as defined by the ESEA No Child Left Behind Act, Section 9101, include English language arts, reading, science, mathematics, visual-performing arts (music, visual arts, dance, and drama), foreign languages, government and civics, history, economics, and geography.

**Q3. What is meant by “certification” in Idaho?**

A: State certification means a person holds a valid Idaho Interim, Secondary, Elementary, Exceptional Child, or Early Childhood - Special Education Blended Certificate.

Idaho certification requires: 1) the completion of an approved teacher preparation program within an in-state or out-of-state accredited college/university, or 2) the completion of an Idaho state-approved alternative certification program, and 3) meeting or exceeding the qualifying score(s) on the required Idaho state-approved assessment(s) (content area, pedagogy, and/or performance-based) for the requested teaching content/endorsement area(s).

**Q4. When must teachers of core academic subjects meet the NCLB federal definition of being designated as highly qualified?**

A: By the end the 2005-2006 school year, all Idaho public school elementary and secondary teachers of core academic subjects (including charter school teachers) must be highly qualified.

**Q5. When must teachers of core academic subjects in programs supported by Title I, Part A, Section 1119 funds meet the highly qualified definition?**

A: According to Section 1119 of NCLB, Idaho teachers in Title I Schoolwide programs or Idaho teachers paid with Title I funds in Targeted Assistance programs and hired after August 2002, must be highly qualified on the date on which they are hired.

This means that to teach at the elementary or middle school level, teachers must be certified as K-6 or K-8. Secondary teachers must be certified in either grades 7-12 to teach middle school or 9-12 to teach high school and endorsed in reading or math as applicable to their teaching assignment. Special education certification would not meet this requirement.

**Q6. Does a teacher with a temporary or conditional certificate meet the NCLB highly qualified requirement?**

A: No, teachers with temporary or conditional certificates do not meet the NCLB highly qualified requirement.

**Q7. Does an endorsement in a teaching area meet the NCLB highly qualified requirement?**

A: Yes, an endorsement in a teaching area meets the highly qualified requirement.

**Q8. Do the NCLB highly qualified requirements apply to professional-technical teachers?**

A: The NCLB highly qualified requirements do not normally apply to teachers of professional-technical non-academic subjects. The NCLB highly qualified requirements would apply to professional-technical teachers only if a professional-technical subject counts as a core academic subject (example: applied mathematics counting as a mathematics requirement).

**Q9. Are teachers who have completed an Idaho state-approved alternative certification program to be reported as highly qualified?**

A: Yes, all teachers who have successfully completed the requirements of an Idaho state - approved alternative certification program in their teaching area(s) will be considered highly qualified if they score at

least 100 points on the Idaho High Objective Uniform State Standards of Evaluation (HOUSSE) Questionnaire-Rubric. (See Rubric on Page 6.)

These teachers will receive a valid three-year, non-renewable Idaho Interim Certification, which allows them three years to meet the other Idaho certification requirements: 1) pass an Idaho Technology Competency Assessment; 2) pass the Idaho Comprehensive Literacy Course Exam, if they are elementary or special education teachers or secondary teachers teaching reading courses; and 3) meet or exceed the qualifying score(s) on the Idaho state-approved assessment(s) (content area, pedagogy, and/or performance-based) for their teaching area(s), if applicable.

**Q10. Are early childhood teachers subject to the highly qualified teacher elementary level requirement of NCLB?**

A: Yes. NCLB teacher qualification requirements apply to early childhood teachers if a state requires early childhood as part of its elementary and secondary school system.

**Q12. I hold an Idaho Standard Secondary Certificate with an endorsement in biology, but my current teaching assignment is chemistry. Is it possible for me to meet the requirements of the highly qualified definition for my chemistry teaching assignment?**

A: No, you would not be considered highly qualified for your current teaching assignment. To become highly qualified, you would need to: 1) fulfill the state endorsement requirements for your teaching area(s) and 2) meet or exceed the qualifying score(s) on the required Idaho state-approved assessment(s) in your teaching area(s).

**Q13. How does the “highly qualified” teacher definition pertain to individuals requesting Exceptional Child (Special Education) Certificates?**

A: Yes. Special education teachers who are seeking Exceptional Child Certificates must: 1) complete an approved teacher preparation program within an in-state or out-of-state accredited college/university and 2) meet or exceed the qualifying score(s) on the required Idaho state-approved special education assessments.

**Q14. If I was not required to take the Idaho state-approved assessment(s) (content area, pedagogy, and/or performance-based) at the time I became certified for my teaching area(s) in Idaho, do I have to take it/them now or when I renew my certificate?**

A: No. As of Sept. 1, 2004, all pre-service teachers, out-of-state teachers seeking Idaho certification, Idaho teachers wanting to add an endorsement or certification of Idaho teachers whose certifications have lapsed are required to meet or exceed the qualifying score(s) on the Idaho state-approved assessment(s) for their teaching area(s). This requirement applies to all teaching areas for which there are assessments available.

**Q15. What if I want to add a teaching content area endorsement to my Idaho certificate or request another certification?**

A: To become highly qualified for the additional endorsement/certificate, you will need to: 1) fulfill the state requirements for the endorsement area or certificate and 2) meet or exceed the qualifying score(s) on the required Idaho state-approved assessment(s) for the endorsement area or certificate.

**Q16. If I hold a valid out-of-state certificate, would I be considered highly qualified in Idaho?**

A: You will need to apply for a three-year, non-renewable Idaho Interim Certificate. If you meet state requirements for an Idaho Interim Certificate in your teaching area(s), you will be considered highly qualified if you score at least 100 points on the Idaho HOUSSE Questionnaire-Rubric (Page 6).

However, to remain highly qualified, you will need to meet all Idaho certification requirements within the three years of your Interim Certificate: 1) pass the Idaho Technology Competency Assessment; 2) pass the Idaho Comprehensive Literacy

Course Exam, if you are an elementary or special education teacher or a secondary teacher teaching a reading course; and 3) meet or exceed the qualifying score(s) on the required Idaho state-approved assessment(s) in your teaching content area(s).

After successfully completing these requirements, you will need to apply for a five-year, renewable Idaho Secondary, Elementary, Exceptional Child, or Early Childhood/Early Childhood Blended Certificate.

**Q17. On the Idaho HOUSSE Questionnaire-Rubric, what does it mean by an “advanced degree related to my teaching area”?**

A: If a teacher has earned an advanced education degree in an area related to his/her teaching area, such as a master’s or doctorate degree in curriculum and instruction, the teacher would earn the additional points on the Idaho HOUSSE Questionnaire-Rubric at the discretion of his/her school/district administrator.

**Q18. Who will make the determination if there is a question as to whether a specific professional development activity will count as additional points on the Idaho High Objective Uniform State Evaluation (HOUSSE) Teacher Questionnaire-Rubric?**

A: Idaho’s HOUSSE Questionnaire-Rubric is designed for teachers to self-report to their school/district administrators but if there is a question regarding whether a specific professional development activity would meet the requirement or not, the teacher’s school/district administrator should make that determination.

**Q19. What would be considered “related work experience”?**

A: “Related work experience” would be experience that is directly related to your teaching area, such as working as a biologist and then requesting certification to teach biology or working as a Spanish translator and then requesting certification to teach Spanish. A teacher would earn the additional points for this section on the Idaho HOUSSE Questionnaire-Rubric at the discretion of his/her school/district administrator.

**Q20. What if I don’t meet the definition of a “highly qualified” teacher?**

A: By the end of the 2005-2006 school year, all public school elementary and secondary teachers of core academic subjects in Idaho (including charter school teachers) must be highly qualified. If you do not meet the requirements by that time, you cannot continue as a teacher of core academic subjects without consequences for your school and school district.

**Q21. What are the NCLB parent notification requirements regarding teacher qualifications in Title I schools?**

A: At the beginning of each school year, if the parents request information regarding the professional qualifications of the student’s classroom teachers, a school district that receives Title I, Part A funds must notify the parents of each student attending any Title I school (Schoolwide or Targeted Assistance)of the following, at a minimum:

- Whether the teacher has met Idaho qualification criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the content area(s)/level(s) of the certification or degree.
- Whether their child is provided services by paraprofessionals and, if so, the paraprofessionals’ qualifications.

**Q22. What are the NCLB reporting requirements to parents of teachers who are not designated as highly qualified?**

A: Beginning with the 2002-2003 school year, parents of any child in a school receiving Title I funds must be provided timely notice if their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified. The timely notice must be documented, preferably in writing.

**Nov 1-2 Fall Data Academy 2004. Region V** - 8 a.m. - 4 p.m. Ramada Inn, Pocatello. For more information, contact Karen Carlyle at (208) 332-6807 or email: kcarlyle@sde.state.id.us.

**Nov 2-3 Idaho Early Literacy Academy.** 8 a.m. - 5 p.m. Idaho Falls. For information, contact Maxine Klossner at (208) 332-6913.

**Nov 3-4 Fall Data Academy 2004, Region IV.** 8 a.m. - 4 p.m. Red Lion, Twin Falls.. For more information, contact Karen Carlyle at (208) 332-6807 or email: kcarlyle@sde.state.id.us.

**Nov. 4-5 Idaho Early Literacy Academy 2004.** 8 a.m. - 5 p.m. Pocatello. For information, contact Maxine Klossner at (208) 332-6913.

**Nov 8-10 Project Leader-ship.** 8 a.m. - 5 p.m. Sun Valley, Idaho. For information, contact Rob Winslow at (208) 332-3808, email: r.winslow@boiseschools.org.

**Nov 9-10 Differentiated Instruction Training “It’s Not Just for the Gifted.”** Red Lion Hotel, Lewiston. To register contact North Regional Special Education office at (208) 885-9060 .

**Nov 9-12. Fall Data Academy 2004, Region III.** Hilton Gardens, Boise. 8 a.m. - 4 p.m. For more information, contact Karen Carlyle at (208) 332-6807 or email: kcarlyle@sde.state.id.us.

**Nov 11-12 Differentiated Instruction Training “It’s Not Just for the Gifted.”** Twin Falls. To register contact South East Regional Special Education office at (208) 736-4263.

**Nov 10-1. SAP - A Transition Training Program Suspend/Expelled Students.** Idaho Falls. 8 a.m. -5 p.m. For information contact Cheryl Watkins of Chemical Awareness Training, Inc. at (602) 867-7851

**Nov 10-13. Idaho School Board Association Annual Convention.** DoubleTree Riverside Hotel, Boise. 8 a.m. - 5 p.m. For information contact Barb at the ISBA office at 854-1476.

**Nov 15-16. Differentiated Instruction Training "It's Not Just for the Gifted."** Nampa Civic Center. 8:30 a.m. To register contact Southwest Regional Special Education office at (208) 426-4315.

**Nov 16-17. Grade 3 - Reading Academy.** Nampa Civic Center, Nampa. 7:45 am - 3:30 pm. For information contact: Val Fenske - vfenske@sde.state.id.us

**Nov 17. Pre-Conference Workshop, Suicide Prevention Conference 2004.** The Grove Hotel, Boise. Noon - 5 p.m. For information contact Sarah Edmunds at (208) 331-6615 or nostresslyd@yahoo.com.

**Nov 18. Suicide Prevention Conference 2004.** The Grove Hotel, Boise. 8:30 a.m. - 6 p.m. For information contact Sarah Edmunds at (208) 331-6615 or nostresslyd@yahoo.com.

**Nov 19. Suicide Prevention Conference 2004.** The Grove Hotel, Boise. 8:30 a.m. - 12:30 p.m. For information contact Sarah Edmunds at (208) 331-6615 or nostresslyd@yahoo.com.

**Nov 29-30. Professional Standards Commission** JR Williams basement conference room, 700 W State Street, Boise. 8 a.m. - 5 p.m. For information contact Mary Jane Markland at (208) 332-6884 or mjmark@sde.state.id.us.

**Dec 2. Bullying/Harrassment Prevention Strategies.** 8 a.m.- 4 p.m. Lewiston. For information, contact Cheryl Watkins of Chemical Awareness, Inc. at (602) 867-7851

**Dec 2 -3. State Board Meeting.** 8 a.m. - 4 p.m. Idaho State University, Pocatello. For information, visit the State Board's website: <http://www.idahoboardofed.org/calendar.asp>.

**Dec 2-3. Idaho Early Literacy Academy.** 8 a.m. - 5 p.m. Boise. For information contact Maxine Klossner at (208) 332-6913.

**Dec 3. Bullying/Harrassment Prevention Strategies.** 8 a.m.- 4 p.m. Coeur d'Alene. For information, contact Cheryl Watkins of Chemical Awareness, Inc. at (602) 867-7851.

For complete calendar information visit [www.sde.state.id.us/calendar](http://www.sde.state.id.us/calendar)